



**TEACHING LISTENING NARRATIVE TEXT THROUGH YOUTUBE
AUDIO VIDEO TO THE TENTH GRADE STUDENTS
OF SMA N 1 MEJOBOKO KUDUS IN ACADEMIC YEAR 2011/2012**

By

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**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements
for Completing the Sarjana Program in English Education**



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FACULTY OF TEACHER TRAINING AND EDUCATION
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2012**

MOTTO AND DEDICATION

Motto:

*Education is the most powerful weapon which you can use to
change the world*

*A good teacher is like a candle - burns itself to light the way
for others.*

This research is dedicated to:

1. *The researcher's beloved Mom and Dad, thanks for their care, prayer and motivation for her everywhere and every time.*
2. *Her grandma, thanks for giving support and prayer.*
3. *Her best friends: Dhinnar, Cwety, Intan, Nida and Lux.*
4. *Someone who strengthens her in facing problems.*

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Esty Cahyaningsih (2008-32-168) has been approved by the skripsi advisors for further approval by the Examining Committee.

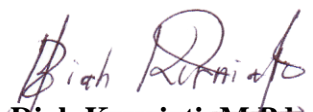
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Advisor I




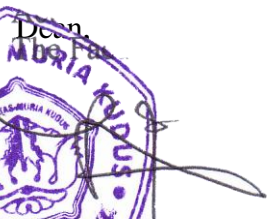
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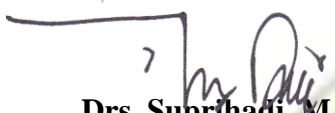


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The researcher happily receives any constructive criticism and suggestion, but the researcher hopes that it will be useful for those especially who are in the field of education. Thank you.

Kudus, June 2012

The researcher,

Esty Cahyaningsih

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ABSTRACT

Cahyaningsih, Esty. 2012. *Teaching Listening Narrative Text through YouTube Audio Video to the Tenth Grade Students of SMA N 1 Mejobo Kudus in Academic Year 2011/2012*. Skripsi. Department of English Education, Faculty of Teacher Training and Education, University of Muria Kudus. Advisors: (i) Drs Suprihadi, M.Pd., (ii) Diah Kurniati, M.Pd.

Key Words: Listening, Narrative, and YouTube Audio Video

Listening is an important aspect in language learning. By listening, we can get new information, the students are expected to be able to use English both oral and written communication. In fact, many students have difficulties in listening English, especially in narrative text. Narrative is a text about telling story which tells conflicts among the participants and there is a plot of problem solving in that story. The student cannot understand the meaning of the text. They are still confused in understanding narrative text. They listen to the story but they do not know the meaning of the text. They often make mistake in answering teacher's question. In the listening class most of the students are grumble when they are asked to listen. The students seldom ask question to the teacher, and they cannot answer when the teacher ask question. The students tend to be silent and do not answer the question when the teacher ask about what they had listened. Based on the fact, the researcher thinks that it would be better using video to solve this problem. Video provides information to eyes and ears so the students can see communication in action. The researcher is interested in using video because this media is interesting way to teach listening.

The objective of this research is to find out whether there is a significant difference between the listening narrative text of the tenth grade students of SMA N 1 Mejobo Kudus in academic year 2011/2012 taught by using YouTube audio video and those taught by using recording.

This study is an experimental research, the researcher uses posttest only control group. The population is the tenth grade students of SMA N 1 Mejobo Kudus in the academic year 2011/2012. The researcher uses cluster random sampling to get the sample. The researcher uses narrative as the material and the test is supply types consist of 25 items.

The result of this research shows that there is a significant difference between listening narrative of the tenth students of SMA N 1 Mejobo Kudus in the academic year 2011/2012 taught by using YouTube audio video and those taught by using recording, it is presented with the t-test (t_o) = 9.13 > t-table (t_t) = 2.00. It indicates that alternative hypothesis that there is significant difference between listening narrative text of the tenth grade students of SMA N 1 Mejobo Kudus in the academic year 2011/2012 taught by using YouTube audio video and those taught by using recording is accepted.

Therefore, the researcher suggests that it would be better for the teacher to apply YouTube audio video as interesting media to teach listening, because it can improve listening narrative text for the students.

ABSTRAKSI

Cahyaningsih, Esty. 2012. *Pengajaran Mendengarkan Text Narrative Pada Siswa Kelas X SMA N 1 Mejobo Kudus Tahun Akademik 2011/2012 dengan Menggunakan Video*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (i) Drs.Supriyadi, M.Pd., (ii) Diah Kurniati, M.Pd.

Kata Kunci: Listening, Narrative, dan YouTube Audio Video

Mendengarkan merupakan aspek penting dalam pembelajaran bahasa. Dengan mendengarkan, kita dapat memperoleh informasi baru, siswa diharapkan mampu untuk menggunakan bahasa Inggris secara lisan maupun tertulis. Pada kenyataannya, para siswa masih mengalami kesulitan dalam mendengarkan dalam bahasa Inggris. Khususnya pada teks narrative. Narrative adalah teks tentang menceritakan cerita yang mana terdapat konflik permasalahan diantara para tokohnya dan juga terdapat alur untuk memecahkan masalah didalam ceritanya. Siswa tidak dapat memahami arti dalam ceritanya. Mereka masih kebingungan dalam memahami teks narrative. Siswa mendengarkan ceritanya tetapi tidak mengerti isi ceritanya. Mereka sering salah dalam menjawab pertanyaan. Didalam kelas banyak diantara siswa sering mengerutu ketika mereka disuruh mendengarkan. Siswa jarang bertanya dan mereka tidak bisa menjawab ketika diberi pertanyaan. Siswa cenderung diam dan tidak menjawab pertanyaan yang telah mereka dengarkan. Berdasarkan kenyataan tersebut, peneliti berfikir untuk menggunakan video untuk menyelesaikan masalah tersebut. Video memberikan informasi melalui penglihatan dan pendengaran sehingga siswa dapat melihat komunikasi dalam peran. Peneliti tertarik untuk menggunakan video karena media ini adalah cara yang menarik untuk pengajaran mendengarkan.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan mendengarkan teks narrative siswa kelas X SMA 1 Mejobo Kudus tahun akademik 2011/2012 yang diajar dengan menggunakan video dan diajar dengan menggunakan rekaman.

Penelitian ini adalah penelitian experimental. Peneliti menggunakan posttest control group. Populasinya adalah seluruh kelas X SMA N 1 Mejobo Kudus tahun akademik 2011/2012. Peneliti menggunakan kelompok acak untuk memperoleh sample. Peneliti menggunakan teks narrative sebagai materi dan tes berbentuk supply yang terdiri dari 25 soal.

Hasil penelitian menunjukkan bahwa ada perbedaan antara kemampuan mendengarkan teks narrative siswa kelas X SMA N 1 Mejobo Kudus tahun akademik 2011/2012 yang diajar dengan menggunakan video dan diajar dengan menggunakan rekaman ini ditunjukkan dengan hasil t-test (t_o) = 9,13 > t-table (t_i) = 2,00. Ini menunjukkan bahwa alternatif hipotesis yang menunjukkan ada perbedaan antara kemampuan mendengarkan teks narrative siswa kelas X SMA N

1 Mejobo Kudus tahun akademik 2011/2012 yang diajarkan dengan menggunakan YouTube audio video dan diajarkan dengan menggunakan rekaman diterima.

Oleh karena itu, peneliti menyarankan bahwa akan lebih baik jika guru menerapkan video sebagai media yang menarik untuk mengajar mendengarkan, karena dapat meningkatkan kemampuan mendengarkan teks narrative bagi siswa.



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